

Alternative Education On-site Monitoring Visit Rubric

Reviewer: SF/MC

Date: 1/17/07

Alternative Education Program: Cumberland Academy
School Corporation: Clay Community Schools

Contact Person: Lisa Showalter
Phone:

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	UNSATISFACTORY	SATISFACTORY
Corporation and Community Support	<ul style="list-style-type: none">-Board minutes-Letters of support-Joint agreements-Newspaper articles-Advisory Group list	<p>Approved by Board with annual updates. Hamilton Ctr. Agreement</p> <p>School Adv Group and Resource Group from community</p>		<ul style="list-style-type: none">-Minutes support programming-Positive publicity <p>SATISFACTORY</p>
Alternative Education Components	<ul style="list-style-type: none">-Curriculum-Instructional Methods-Scheduling-Engagement strategies-ISP-Grant application	<p>Use approved course titles/descriptions. Programming aligned with description in grant. Master schedule provided. ISP shared Grant submitted and approved.</p>		<ul style="list-style-type: none">-Curriculum meets standards-Self-paced, accelerated, etc.-Service learning, life skills, community service, behavioral interventions, etc.-ISP with annual review-Program description meets description in application <p>SATISFACTORY</p>
Small positive learning environment for students/staff	<ul style="list-style-type: none">-Staff & Student roster-Prof. development plan-School Improvement Plan-Advisor/Advisee programmingStaff meeting agenda	<p>Teacher Appreciation Day for + relations. Will be part of comm. for SIP for sending schools. First period family type mtg to address lifeskills. Staff meet 5x semester.</p>	-	<ul style="list-style-type: none">-T-S ratio at or <1:15-Prof dev plan-School Improvement Plan-Advisor/Advisee <p>SATISFACTORY</p>

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On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE REVIEWED	S	U	REVIEWER COMMENTS
Programming matches description in grant application.	1/17/07	X		Programming occurs as presented in grant and involves individualization and finding options that work for the students such as allowing some participation in the In Virtual Academy or flexibility in time requirements.
Students appear engaged.	1/17/07	X		Students on task and open to discussion. Students interacted as a class but also had access to technology in each room.
Location supports a positive learning environment.	1/17/07	X		Location is in a separate new building built specifically for the alternative program through the CAPE grant on the MS campus. Classrooms nice but small making it more difficult for alternative seating arrangements. General satisfaction expressed with the program by both students and staff. Location allows for flexibility for staff and students between the traditional schools & alt program.
Teachers appear knowledgeable and caring.	1/17/07	X		Students were having lunch with staff when we arrived and appeared to interact well. Teachers worked well with students and were able to share alternative strategies. They were able to attend professional development opportunities in their content area as well as one specifically for at-risk youth.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	DOCUMENTATION REQUESTED	DATE REQUESTED	DATE RECEIVED	C	N-C
Policies & Procedures	- Student Handbook - Entrance/Exit Criteria	Handbook same as MS/HS Criteria appropriate and clear so serving eligible students.		1/17/07	X	
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Pay stub, Board minutes, Documentation from HR dept. -HQ document	Licensure appropriate		1/17/07	X	
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	Ok...part of traditional school plans. Transportation provided.		1/17/07	X	
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	Get funding through CAPE grant, Hamilton Center agreement, local sorities, and juvenile justice grants		1/17/07	X	
2 Hour Session/ School Day	-School schedule -# reported for Shortened School Day	Students attend all day.		1/17/07	X	

Comments: The program operates efficiently and uses a variety of options to meet student needs. Staff appeared committed to helping students succeed and were very available to pace the learning to the ability and interests of the student or to remediate skill deficiencies. While computer assisted instruction was available, licensed teachers could individualize instruction, develop relationships and reengage students to the learning community. Additional services offered by the program addressed gaps to success needed by the student or their immediate family such as parenting programs, anger management, and vocational opportunities.